



Success for Everyone – UDL Readiness

EDUO 9821 3 Graduate-Level Credits/Units

Instructor –Julie Sweetman

jsweetman@dominicancaonline.com

Course Syllabus

Course Overview

Employ the principles of Universal Design for Learning (UDL) in your classroom. Utilize a flexible approach to customizing learning to fit the needs of individual students rather than a single, one-size-fits-all method. This course is designed for both general and special education educators who are looking for ways to reduce barriers and improve student achievement.

Course Objectives:

In this course, participants will have the opportunity:

- Identify and describe the three primary principles of Universal Design for Learning (UDL): engagement, representation, and action/expression.
- Analyze the Universal Design for Learning (UDL) framework and justify its implementation as a strategy to address learner variability in the classroom.
- Evaluate the shift from 'retrofitting' accommodations in traditional instruction to 'proactive design' within the UDL framework.
- Demonstrate how the application of UDL's three core principles creates a flexible learning environment that accommodates diverse learner variability.
- Design and document a comprehensive UDL unit plan that identifies specific learner barriers and integrates the three UDL principles to support a diverse student profile.

Course Relation to Professional Standards

This course aligns to the standards for the teaching profession:

- Standard 2: Creating and Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 6: Developing as a Professional Educator

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Please submit each session in ONE document in the corresponding Moodle Dropbox to be reviewed by the instructor. Name each file submitted with your last name and session number (i.e. BrownSession3. Make sure you place your full name, course number and session number at the top of each document page. You will receive feedback from your instructor within 2-5 days indicating successful completion of the session or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Sessions and Assignments

Sessions 1-2 will allow you to explore the three principles of UDL and compare UDL to Traditional Teaching Strategies

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Session One – Introduction to UDL</u> Overview - Unlock the potential of every learner by mastering the Universal Design for Learning (UDL) framework. In this session, we will explore how proactive design—rather than reactive troubleshooting—removes barriers to success. | 8 Hours |
| Resources | Start at the links below to begin your learning on UDL. Hopkins Universal Design for Learning Using Universal Design for Learning to Design Standards-Based Lessons Read and study all the links in the resources below and then complete assignments 1a - d . The Benefits of Universal Design for Learning CAST Universal Design for Learning Guidelines |
| Assignments | 1a. Because you have taken this class you have been asked to address your school’s PTA explaining what UDL is and why it should be supported. Compose your introductory and concluding statements and outline the body of the speech. A. Introduction B. Conclusion C. Body – outline After your successful speech, a parent asked this question: “I have heard that UDL is a research based framework for designing curriculum. What does that mean? ” 1b. How did you answer the parent? You have noticed that CAST has advertised an opening in the area of Instructional Design & Research. You are interested in the job. Prepare a fictional cover letter and resume to send to the HR Department. Assignments 1c & 1d will be the letter and resume. Show that your |

| | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>imaginary experiences and qualifications are just what the directors of CAST are looking for.</p> <p>1c. Cover Letter 1d. Resume</p> <p>Resource: Use the information from the links above to complete assignments 1e-g.</p> <p>Assignments: 1e. How would your own learning experience have been different if the theories behind UDL would have been predominant during the 20th century? 1f. As a student, which of the three major UDL principles (representation/presenting, engagement & expression) did you prefer experiencing? Why? 1g. As a teacher now, which one of the three major UDL principles will be the most difficult for you to employ with your students? Explain.</p> |
| Resource | <p>Read, study & explore the resource below and then complete assignments 1h – i. http://udlselfcheck.cast.org/learn.php</p> |
| Assignments | <p>1h. Explain why using a video, a reading, and an activity is an essential ingredient of a UDL lesson. 1i. In your professional opinion, in what order should the three informational methods (engagement, representation and action & expression) be used to generate the best results in a UDL lesson? Explain. 1j. Which of the three Session One Resources that you have read, studied and explored was the greatest help in introducing you to UDL? Explain.</p> |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <u>Session Two – UDL vs. Traditional Learning Resources</u> | | 11 Hours |
| <p>Overview -Contrast the rigid structures of traditional instruction with the flexible framework of UDL across six key domains: content delivery, accommodations, instructional materials, the classroom, assignments, and grading systems.</p> | | |
| Resources | <p>Read and thoroughly study the following resource, then complete assignments.</p> <p>The difference between Universal Design for Learning (UDL) and traditional education Similarities and differences between Universal Design for Learning and Differentiated Instruction</p> | |
| Assignments | <p>Detail the differences between UDL and traditional curriculum regarding how content delivery, accommodations, instructional materials, the classroom, assignments and grading systems are used. Explain each component individually by means of varied communication techniques - a poem, a song, a story and a drawing. Don't stress out over your ability (or perceived lack of) in using the four creative approaches to communicate. Just have</p> | |

| | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | fun with the assignment and relate it to the UDL ideology. |
| Resource | 11 types of Poetry |
| Assignment | <p>2a Poetry- This resource will give information about many types of poetry.</p> <p>Choose a poem type to creatively explain how <u>one</u> of the four components of UDL (goals, methods, materials or assessment) is different from the traditional curriculum. You can integrate different poetry types in your explanation.</p> |
| Assignment | <p>2b Song – Choose a popular song (like “Old McDonalds Farm”, “She’ll Be Coming Around the Mountain, etc). Change the lyrics to explain how a second of the components of UDL is unlike the traditional curriculum.</p> <p>7 types of Storytelling</p> |
| Assignment | <p>2c Story - This resource will give information about types of stories.</p> <p>Write a story explaining how the third component of UDL varies from the traditional curriculum.</p> |
| Assignment | <p>2d. Drawing -This can be a diagram, a chart, a cartoon or some other type of art to show how the final component of UDL is different from the traditional curriculum.</p> |
| Assignment | <p>Reflect on your work from assignments 2a. - 2d. Complete assignments 2e. - 2h.</p> <p>2e. Which technique did you enjoy the most?</p> <p>2f. You have been given the task of improving the first resource in Session 2 which explains the differences between UDL and the traditional curriculum. What would you recommend and why?</p> <p>2g. Which one of the other three resources aided most in your understanding of UDL? Why?</p> <p>2h. What insights have you gained from doing the assignments 2a-d about learning, teaching and UDL ideology?</p> |
| Resource | <p>Read, study & explore the resource below, then complete assignments 2i-k</p> <p>Similarities and differences between Universal Design for Learning and Differentiated Instruction</p> |

| | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assignments | <p>You are the anchor in a debate team with an assignment of convincing the judges that UDL is different from differentiated instruction and a better classroom learning strategy. List (1) the differences between the two teaching methods and (2) the arguments that you think your opponents will use in the debate. Now (3) counter each of the arguments in (2).</p> <p>2i. Differences 2j. Opponent’s arguments 2k. Counter arguments</p> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Sessions 3-8 will guide you through the creation of a Unit Plan that incorporates the three principles of UDL

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Session 3 – Learner Profile</u></p> <p>Overview - To teach them, you have to know them. This session is all about getting a clear picture of who your students actually are—their backgrounds, how they learn best, and what makes them tick. You’ll take what you learn about your students to build a classroom culture where every kid feels safe enough to try new things and even fail without fear</p> | 6 Hours |
| Resources | <p>Read, study & explore the resource below and then complete assignments 3a – f.</p> <p>Top 10 UDL Tips for Designing an Engaging Learning Environment</p> |
| Assignments | <p>In order to be effective in your flexible and wide-ranging methods you must know the makeup of your class. Answer the following about the group of students to whom your UDL unit plan will be taught.</p> <p>3a. Academic and language abilities 3b. Learning modalities 3c. Different intelligences 3d. Cultural differences 3e. Maturity 3f. Classroom Management - What classroom management and community building strategies will you use for providing a safe classroom that will encourage risk taking?</p> |
| Resources | <p>Read, study & explore the resources below and then complete assignments 3g – 3i.</p> <p>Providing Multiple Means for Representation Providing Multiple Means for engagement Providing Multiple Means for action and expression</p> |

| | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assignments | <p>Keeping in mind the students in 3a-e and the classroom management strategies in 3f, describe instructional methods as they are broken down in terms of the three principles of UDL (representation, engagement, and action & expression).</p> <p>3g. Representation 3h. Engagement 3i. Action & Expression</p> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p><u>Session 4 – Learning Goals</u></p> <p>In this session, we’re tackling the 'why' behind UDL goals: how can we keep our expectations high while making sure the finish line is reachable for everyone? You’ll start by looking ahead at the 'roadblocks' (barriers) your students might hit and brainstorm ways to clear them (solutions). Then, you’ll write your own unit goals and explain how they give every student a fair shot at success</p> | | 4 Hours |
| Resources | <p>Read, study & explore the resource below and then complete assignments 4a – e.</p> <p>UDL tips for developing learning goals.pdf</p> <p>Consideration 8.1 Clarify the meaning and purpose of goals</p> <p>7 UDL strategies and examples for every classroom</p> <p>UDL Tool Finder</p> <p>UDL and Inclusion: How One School District Transformed Its Community</p> | |
| Assignments | <p>4a. In your own words explain why UDL goals “set higher expectations, reachable by every learner.”</p> <p>As you think about the goals of your unit, anticipate potential barriers, along with solutions. Follow that with your unit goals and the reason why they are UDL goals.</p> <p>4b. Barriers 4c. Solutions 4d. Your unit goals 4e. Why your goals are UDL goals</p> | |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|
| <p><u>Session 5 – Lesson Plan</u></p> <p>Overview - Choose one lesson from your unit to fully develop using UDL strategies. Use the shared template (or your own format) to show how you'll provide multiple ways for students to engage with the material and express their learning.</p> | | 3 Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|

| | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resources | <p>Read, study & explore the resources below and then complete assignment 5a.</p> <p>UDL Lesson Planning Flowchart</p> <p>How Does UDL Impact Lesson Planning? - Aspiring Teacher Guide</p> <p>UDL Lesson Planning Toolkit</p> <p>Lesson Planning Template</p> |
| Assignment | <p>5a. Choose one lesson in the unit that you are planning. Create a lesson plan that incorporates the UDL principles. Use the template shared above, or create your own.</p> |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p><u>Session 6 – Assessment</u></p> <p>Overview - In a UDL classroom, there are many ways to reach the finish line. You'll create sample assessments for your unit that offer different options for your students. Then, you'll walk through how those choices address Representation (how they see the questions), Engagement (how they stay motivated), and Action & Expression (how they give you their answers)</p> | | <p>4 Hours</p> |
| Resources | <p>Read, study and explore the resources below and then complete assignments 6a-d.</p> <p>Cast UDL Tips for assessment.pdf</p> <p>Video: How Can UDL Principles Inform Assessment Planning?</p> | |
| Assignments | <p>A UDL unit plan will have assessment tools that allow some student choice in the multiple ways to demonstrate what they have learned.</p> <p>Choose a topic that you will teach in the unit.</p> <p>6a. Design a set of assessment tools that incorporate UDL principles by offering multiple formats. Show how you'll give students the flexibility to engage with the material and express their understanding in the way that works best for them.</p> <p>6b. Representation (The Input): Instead of just a printed test, can they use a screen reader? Is there a video prompt? Are the instructions color-coded?</p> <p>6c. Engagement (The Why): Does the test connect to a real-world problem? Can they work with a partner? Is there a "low-stakes" practice round first?</p> <p>6d. Action & Expression (The Output): Can they write an essay, build a 3D model, record a podcast, or draw a detailed diagram to show they "get it"?</p> | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p><u>Session 7- Common Core Standards</u></p> <p>Overview - Now, connect your UDL unit to the Common Core Standards. Choose at least one of these five skill areas—Comprehension, Creative Thinking, Collaboration, Writing, or Oral Communication—and show how your plan hits those targets. Finally, explain how these specific standards and skills match up with the student needs you identified back in Part 3 (your Learner Profile).</p> | | <p>3 Hours</p> |
| <p>Assignments</p> | <p>Show how your UDL Unit plan will incorporate common core standards in one, some or all of the following five skill areas:</p> <p>7a. Comprehension: How does this help students with different academic/language abilities?</p> <p>7b. Creative Thinking: How does this tap into their different intelligences?</p> <p>7c. Collaboration: How does this build community or handle maturity levels?</p> <p>7d. Written/Oral Communications: How does this respect their cultural differences or learning modalities?</p> <p>7e. Show how the standards and skill areas in this Assignment 7 relate to the assignments 3a-f.</p> | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p><u>Session 8 – The UDL Unit Plan</u></p> <p>Overview - You will build a session-by-session calendar that details the sequence and timing of your lessons. Your final task is to package your instructions into a 'plug-and-play' format, ensuring that the flow, materials, and UDL strategies are easy for any educator to follow and implement</p> | | <p>6 Hours</p> |
| <p>Resources</p> | <p>Read, study & explore the four resources below and then complete assignment 8a.</p> <ul style="list-style-type: none"> ● UDL Lesson Planning Flowchart ● UDL Look Fors ● UDL Tool Finder ● UDL Checklist for evaluating lesson materials and resources | |
| <p>Assignment</p> | <p>8a. The UDL Unit Plan</p> <p>Create a calendar (or pacing guide) that details sequence, flow, and timing as you put sessions 3-7 of your UDL unit plan together with the guidance of the four above resources.</p> | |
| <p>Assignment</p> | <p>8b. Teacher Instructions</p> <p>Write out instructions for this UDL unit plan so another teacher can easily follow it without needing additional communication.</p> | |

Course Assessment Rubric

| <p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p> | <p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p> | <p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shows exemplary understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction. | Shows basic understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction. | Needs more time to develop an understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction. |
| Shows exemplary application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone. | Shows basic application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone. | Needs more time to develop the application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone. |
| Organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment. | Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled. | Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled |
| UDL Unit Plan shows exemplary application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized. | UDL Unit Plan shows basic application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized. | UDL Unit Plan needs more time to show application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized. |
| Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins. | Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled. | Organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled. |